

**THE EFFECTIVENESS OF USING STORY PYRAMID STRATEGY
TOWARDS STUDENTS' WRITING NARRATIVE TEXT AT
THE FIRST SEMESTER OF THE NINTH GRADE
OF MTS MA'ARIF NU 08 MATARAM BARU
EAST LAMPUNGIN THE ACADEMIC
YEAR OF 2019/2020**



A Thesis

Submitted as Partial Fulfillment of the Requirements for S1 Degree

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2019**

THE EFFECTIVENESS OF USING STORY PYRAMID STRATEGY TOWARDS STUDENTS' WRITING NARRATIVE TEXT

By:

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As one skills which should be mastered by the students in English learning, the students still found writing difficult. It could be seen in preliminary research. There were 75.00% of the students who got the score under 72 as the criteria of minimum mastery. The objective of this research was finding out whether there is a significant effectiveness of using Story Pyramid Strategy Towards Students' Writing Narrative Text at the First Semester of the Ninth Grade of MTs Ma'arif NU 08 Mataram Baru East Lampung in the academic year of 2019/2020. There were two variable in this research, the independent variable was the story pyramid strategy (X) and the dependent variable was the students' writing in narrative text (Y).

In this research, the methodology that used Quasi experimental design with pre-test and post-test. The population of this research was students of the nine grade students of MTs Ma'arif NU 08 Mataram Baru East Lampung. The sample of this research were two classes consisting of 23 students for experimental class and 22 students for control class. In collecting the data, the instrument there were pre-test and post-test. After giving the post-test, the researcher analyzed the data by using SPSS.

From the data analysis computed by using SPSS, it was obtained that Sig = 0.021. It means H_a is accepted because Sig < 0.05. So, there is an Effectiveness of Story Pyramid Strategy towards Students' Writing Narrative Text at the First Semester of the Ninth Grade of MTs Ma'arif NU 08 Mataram Baru East Lampung in the academic year of 2019/2020.

Keywords: *Experimental Design, Narrative Text, Story Pyramid Strategy, Writing.*



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DECLARATION

I hereby stated that this thesis entitled “The Effectiveness of Using Story Pyramid Strategy towards students’ writing narrative text at the First Semester of the Ninth Grade of MTs Ma’arif NU 08 Mataram Baru East Lampung in the academic year of 2019/2020” is completely my own work. I am fully aware that I have quoted some statement, references, and ideas from various sources and they are properly acknowledged in the next.



Bandar Lampung, 17 September 2019

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MOTTO

اَلَّذِى عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْاِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

He Who has thought (the use of) the pen (4), Thought man that which He knew not (5)¹

QS. AL-Alaq: 4-5)



¹ Abdullah Yusuf Ali, *The Holly Qur'an Text and Translation*. (New Delhi: Millat Book Centre, 2006), p.701

DEDICATION

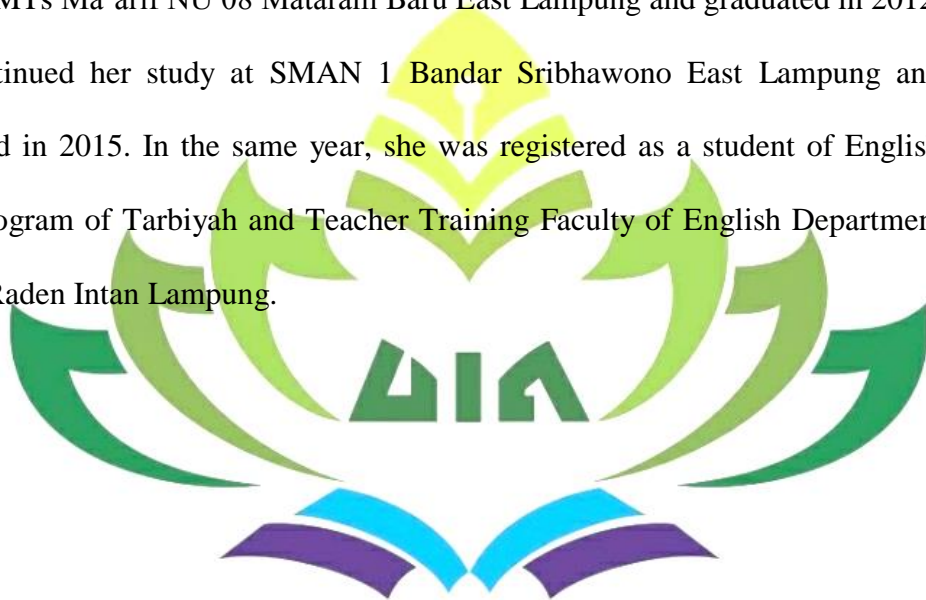
From the depth of my heart, thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Allah SWT who always loves me and keeps me everywhere and everytime.
2. My beloved parents, Mr. Sumijo S.Pd.I and Ms. Sumarni who always love me and keep on praying for my life and success. Thanks for all the best to me and give me motivation to study hard until now. I love them so much.
3. My beloved sister Winda Prastika Ningrum and my brother in law Rionika Fajar Ismail who love, care, support and cheer me up until the completion of this thesis.
4. My beloved lecturers in English Education Study Program and almamater Raden Intan State Islamic University Lampung, who made me grow up and have contributed much for my self development.

CURRICULUM VITAE

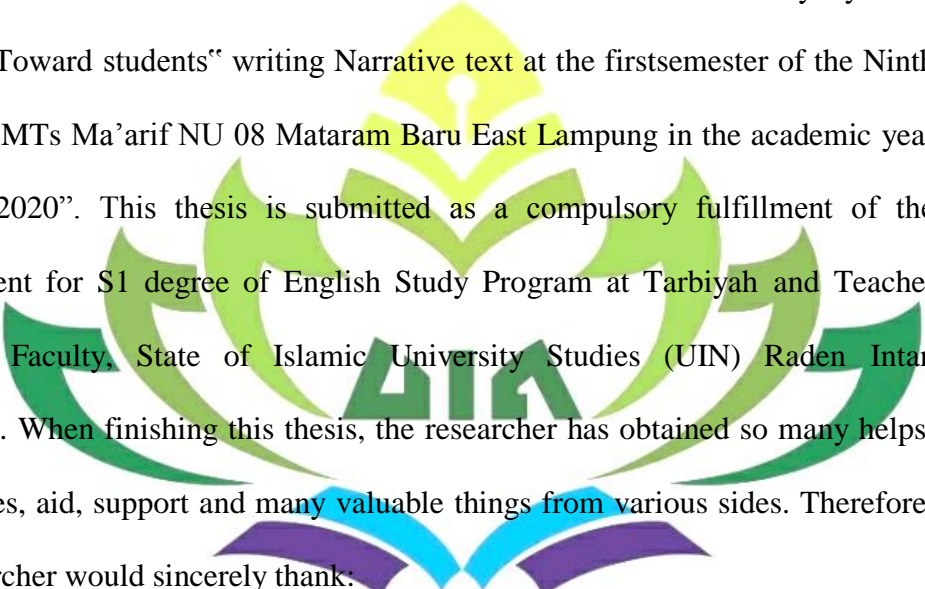
Devie Afiah Ningrum. Devie was born in Mataram Baru on September 05th 1997. Devie is the last child of two children of Sumijo and Sumarni. She has one sister named Winda Prastika Ningrum.

She graduated from MI NU Mataram Baru in 2009. Then, she continued her study at MTs Ma'arif NU 08 Mataram Baru East Lampung and graduated in 2012. She continued her study at SMAN 1 Bandar Sribhawono East Lampung and graduated in 2015. In the same year, she was registered as a student of English study Program of Tarbiyah and Teacher Training Faculty of English Department of UIN Raden Intan Lampung.



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A large, stylized watermark logo of UIN Raden Intan Lampung is centered behind the text. It features a green lotus-like flower with a yellow center, and a blue and purple banner at the bottom.

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Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, 17 September 2019

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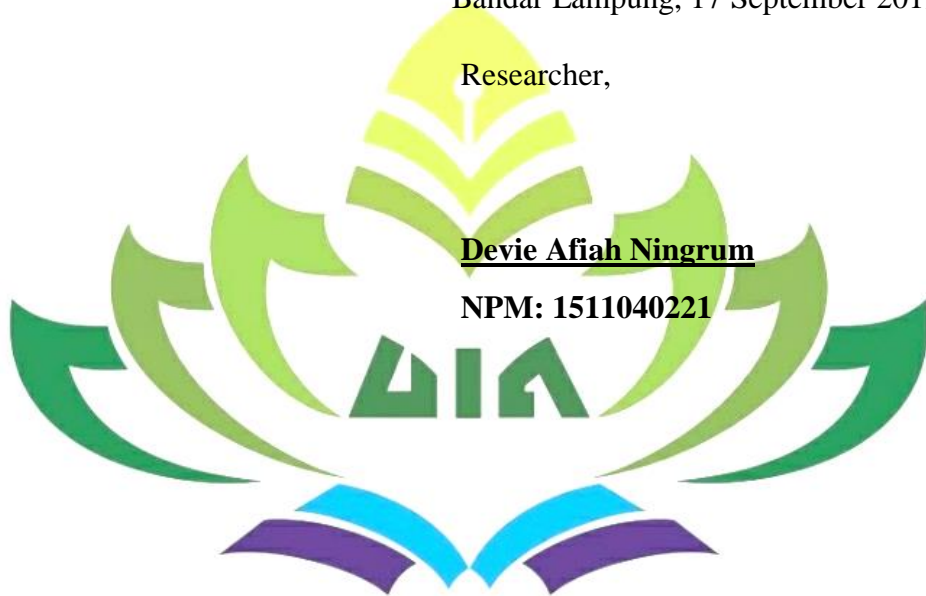


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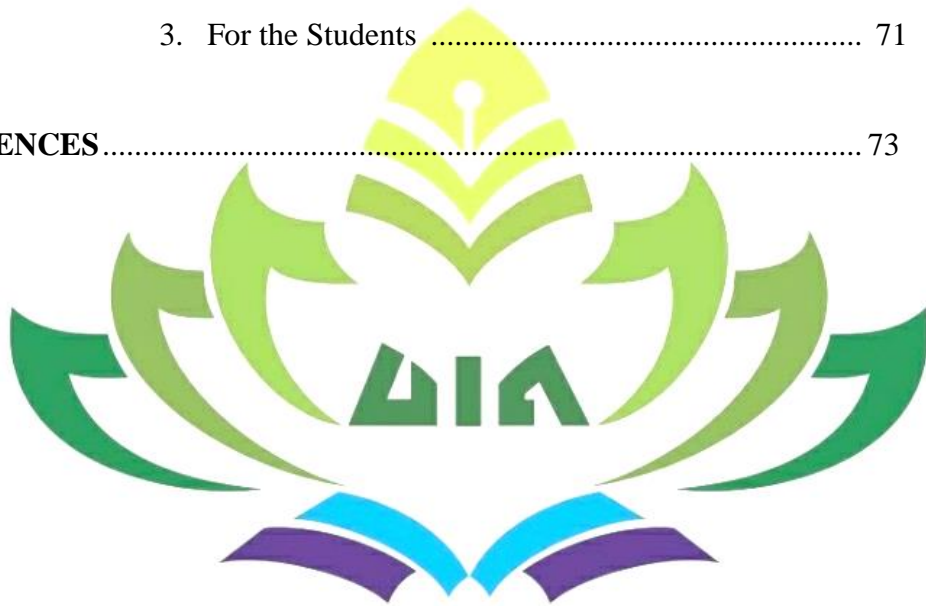
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CHAPTER I INTRODUCTION

A. Background of the Problem

Writing in English is one of four language skills that should be mastered by students who learn English as a foreign language. It is important because writing is a crucial for students to practice writing from an early stage so that they can write and share their opinion easily. However, it is not only as part of communication in which students can share their ideas but also as a requirement to master other language.

Writing is one of the skills to be achieved in English language. According to Harmer, the students should be encouraged to express their ideas, experience, thoughts and feelings through writing.² He also said writing encourages students to focus on accurate language use, and because their think as they write, it may well provoke language development as they resolve problem which writing puts into their mind.³ Based on the explanation above, it was assumed that writing is one of the most important skills to be mastered because by using writing we can express our ideas that cannot be spoken out .

Moreover, Defazio et al, they stated that being good written communicators is a students' need, but students have to understand the importance of writing skill. Upon their graduation, they need to be able to assess others writing critically⁴. In writing, students must analyze what they read and think critically before they

² Jeremy Harmer, *How To Teach Writing*,(Longman, Edinburgh Gate, 4th Ed,2007). p.31

³*Ibid.*

⁴ Joseph Defazio, etal, *Academic Literacy: The Importance and Impact of Writing across the Curriculum – a Case Study*, Journal of the Scholarship of Teaching and Learning, Vol. 10, No. 2, 2010, p. 34.

write; it helps them to think better. It also forces them to take their own idea into a written form. Having writing experiences since in the young age can be important for students, because the younger they learn, the better.

Graham and Harris stated in Robert and Torri that writing is a difficult task and it needs more attention on its writing systematic. Students not only learn the mechanics of writing but also have to develop the sentences effectively and efficiently⁵. It means that students have to concern with the contents of the writing, not only on how to write.

Based on these explanation, as we have said there were numerous opportunities to help students develop their writing skill. And then we know, writing is an ability that must be mastered by students, because writing is a measure of a student's academic development. As we also know, writing ability is a form of creativity that can be useful in everyday life in the future each the students. Writing assist the listener, reader observer in achieving a better understanding of what facilitates of facts as well as oral expression and reading.

In English, there were many kinds of text that should be mastered by the students. One of the texts is narrative text. Narrative text is kind of text that contains of story which has a problematic, climax, an solution as the end of story. Based on the *Kurikulum 13*, in the Syllabus of Junior High School that narrative text include one of subject in writing.⁶ Narrative text is one of genre which is taught at the ninth grade students of Junior High School. According to Meyers stated that narrative is one of the most powerful ways of communicating with

⁵ Robert Reid and Torri O. Lienemann, *Strategy Instruction for Students with Learning Disabilities*, (New York: Guilford Press, 2006), p.125.

⁶Syllabus of 13 *Kurikulum 13* for SMP/MTs.

others.⁷ A good written story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them.

Besides that, it was found that the students have difficult in writing especially narrative text. Based on interviewed with some of students of MTs Ma'arif NU 08 Mataram Baru, students said that writing is not an interesting in classroom teaching because the teacher only focus on theory and spends time in the classroom explaining it. The strategy of the teacher in teaching English is monotonous. Even, some students said that they felt bored in learning English. When they were given a task to write, they could not finish the task in the due time given by the teacher. Students find it difficult to understand.⁸ So students' find it difficult to express their ideas for learning to write.

Based on pre-research conducted in MTs Ma'arif NU 08 Mataram Baru East Lampung found that some of the ninth grade students face difficulties in writing. When they were given a task to write, they could not finish the task in the due time given by the teacher. She said the students were confused what they should write, they did not know how to develop their writing and also have difficulties in planning to write. She also said the students were lack of knowledge about the

⁷Allan Meyers. *Gateways to Academic Writing: Effective Sentences Paragraph and Essay*. (New York: Longman, 2015),p.2

⁸The studentsofNinth Grade of MTs Ma'arif NU 08 MataramBaru East Lampung, *Interviewed*, In 11thJanuari 2019, UnPublished.

steps on writing.⁹ Most of students got score below the criteria of minimum standard (KKM) 72, and this can be seen on the following table.

Table 1.

The Score of students' Writing Ninth Grade of MTs Ma'arif NU 08 Mataram Baru East Lampung in the Academic Year 2019

No	Score	Total Number of Students	Percentage
1	<72	54	75%
2	≥72	19	25%
Total		73	100%

Source: Document of the English teacher of MTs Ma'arif NU 08 Mataram Baru East Lampung

From the table above, there were 19 students from 73 students who passed the test and there were 54 students who failed test based on criteria of minimum mastery (KKM). In this research, the student score of KKM in MTs Ma'arif NU 08 Mataram Baru East Lampung is 72 and there were many students who score below 72. The total number of students who get difficulty writing is 54 of 73 students. That means there were many students from three classes who found it difficult and have the same problem in writing especially were 75%.

Therefore, the researcher assumes that the teacher must have strategy to help students to solve their problem. It is important to choose an appropriate and interesting strategy to motivate and attract the students for the effectiveness their writing skill. In teaching writing, the teacher used expository strategy.

⁹Sulistiyowati, *Interviewed of the teacher* MTs Ma'arif NU 08 Mataram Baru East Lampung, 11th Januari 2019, Unpublished

Expository strategy is one of learning strategy is used in classroom, where the teacher focus to explain the material, in other words the teacher is talkative.¹⁰ It means that the teacher only focus on theory and spends time in the classroom explaining. In addition, based on the result of interview with the students, it was found that they have difficulties in narrative writing because they felt that English is a hard and frightening lesson. Even, some students said that they felt bored in learning English because the teachers always teach writing in the same way; the teacher does not make variation in teaching process, so they were lazy to follow the lesson and confused.

From the explanation above, it was found the causes of the problem such as students' narrative writing ability is still low because the teacher does not use interesting strategy which can make the students interested in English learning, and the students have difficulties to develop their students to make a paragraph.

There were some alternative strategies to improve writing skill. One of strategies that can be used is story pyramid strategy. Story pyramid is one of effective strategies that can be used in teaching writing. It is a prewriting activity that describes important information from a story such as the main character, the setting and the major events in the plot. It helps students to generate and organize the ideas clearly before they start to write.

According to Macon, Bewell&Vogt, story pyramid can help students to pinpoint the highlights of a story and describe the important parts using a limited

¹⁰Wina Sanjaya, *Strategies Pembelajaran: Berorientasi Standar Proses Pendidikan*, (Jakarta: Kencana Prenada Media Group, 2006), p. 179

number of words. The requirement of brief responses stretches students' thinking and fun.¹¹ In other hand, the students will be easier in developing the story because the story pyramid help them by giving some words that related to the story such as the main character, setting, events, etc. This strategy also make the students more excited because they will find new and different learning experience of narrative text from the experience that they usually get in the class.

The consideration why using this strategy because this strategy will help the students to improve their writing skill of narrative text. This strategy gives them visualize the main part of the story in the form of graphics. So, they can easily write the story by developing the list of words that served in the story pyramid.

Story Pyramid is effective to be implemented in teaching learning writing. It has been revealed by previous research conducted by AyuAgustiningsih, et al.¹² This study focused on investigating whether or not there is a significant effect of using Story Pyramid Technique on summary writing achievement of narrative text of the eighth grade students at SMPN 4 Jember. This was a preexperimental research. The research data were collected from the students' English scores in middle semester, interview, and documentation. The result shows that there is significant effect of using Story Pyramid Technique on summary writing achievement of narrative text of the eighth grade students at SMPN 4 Jember.

¹¹ Story Pyramid, 2017, (<https://contentreadingwriting.wikispaces.com/file/view/Story+Pyramid.pdf>.)

¹²Agustiningsih, Ayu. Et.al. *The Effect Of Using Story Pyramid Technique on Summary Writing Achievement of Narrative Text of the Eighth Grade Students at SMPN 4 Jember*. (Jember: Education Jember University, 2014)

In addition, another research conducted by Mawadda entitled Teaching Reading Comprehension to the Eighth Grade Students of SMP Negeri 12 Palembang by Using Story Pyramid.¹³ This study aimed to find out whether there is a significant difference on students' reading comprehension achievement by using story pyramid strategy. The research used quasiexperimental design by using nonequivalent pretest posttest design. This research was conducted for about one month. The data was collected in form of pretest and posttest of students reading comprehension scores. The writer analyzed the data by using Independent Sample T-Test. From the result analysis, it was found that there is a significant difference in posttest score on the students' reading comprehension achievement taught by using story pyramid strategy.

The third previous study was conducted by Novitaningrum and Fahri entitled The Implementation of Story Pyramid in Teaching Writing Narrative Text for Eighth Grade at SMPN 2 Sidoarjo.¹⁴ The aims of this study were to describe the implementation of story pyramid in teaching writing narrative text for eighth graders, the students' responses towards the implementation of story pyramid and the students' writing task result during the implementation of story pyramid. This research was a descriptive qualitative research. The subjects of this research were 35 students in 8-11 of SMPN 2 Sidoarjo. It used three research instruments to gain the data, those were observation checklist, questionnaire, and students'

¹³Mawadda, *Teaching Reading Comprehension to the Eighth Grade Students of SMP Negeri 12 Palembang by Using Story Pyramid*, Edukasi: Jurnal Pendidikan dan Pengajaran, 2014.

¹⁴Angella Novitaningrum and Fahri *The Implementation of Story Pyramid in Teaching Writing Narrative Text for Eighth Grade at SMPN 2 Sidoarjo*, (Surabaya: State University of Surabaya, 2015).

writing task result. Based on the research finding, the first result was collected by using observation checklist. It shows that the implementation of story pyramid in teaching writing narrative text run well. The second result shows that almost all of the students were interested in the implementation of story pyramid and the last result shows the students' writing task score were good.

Based on the three previous studies, there were similarity and difference that can be found. The similarity between this research and previous research is the entire researchers used story pyramid in improving students' skill. On the other hand, the differences between this research and previous researches is the previous studies used story pyramid to make a summary from narrative text and to improve students' reading comprehension achievement while the writer in this research used it to measure the effectiveness of students' writing narrative text.

Considering the benefits of story pyramid strategy in writing narrative text, researcher would like to conduct a research entitled "The Effectiveness of Story Pyramid Strategy toward Students' Writing Narrative Text at the Ninth Grade of MTs Ma'arif NU 08 Mataram Baru East Lampung.

B. The Identification of Problem

From the background of the research, the researcher makes identification, such as:

1. Students have difficulties in planning what to write;
2. Students felt confused, bored and difficulties in learning writing.
3. Students were lack of knowledge about the steps on writing.

C. Limitation of Problem

The limitation the problem in this research was on the effectiveness of story pyramid strategy in writing narrative text at the first semester of the ninth grade of MTs Ma'arif NU 08 Mataram Baru East Lampung.

D. Formulation of Problem

From the research problems, researcher poses a research question: "Is there any significant effectiveness of story pyramid strategy toward writing narrative text at the ninth grade students of MTs Ma'arif NU 08 Mataram Baru East Lampung?"

E. Objective of the Research

The objective of this research is to obtain the empirical evidence of the effectiveness of using story pyramid strategy on students' writing of narrative text at the ninth grade of MTs Ma'arif NU 08 Mataram Baru East Lampung.

F. Uses of the Research

The use of the research were as follow:

1. Theoretically, the results of this research are expected to support the previous theories about the effectiveness of story pyramid strategy toward students' writing narrative text in the ninth grade of junior high school.

2. Practically, the result of the research may become new information for English teacher about the effectiveness of story pyramid strategy toward students' writing narrative text and also give information for further research.

G. Scope of the Research

1. The subject of the research

The subject of the research was the students of the ninth grade of MTs Ma'arif NU 08 Mataram Baru East Lampung

2. The object of the research

The object of the research was used of Story Pyramid strategy and students' writing narrative text

3. The place of the research

The place of the research was conducted at MTs Ma'arif NU 08 Mataram Baru East Lampung in academic year 2019/2020

4. The time of the research

The research was conducted at the first semester of the ninth grade in the academic year of 2019/2020

CHAPTER II REVIEW OF RELATED LITERATURE

A. Writing

1. Definition of Writing

Writing is one way of communicating which is done by delivering our message to the reader in written form. According to Ubaidillah Rahman, et al., writing is a skill which involves writer's ability in arranging letter, words and specific language sentence into written communication so that the readers understand the message or information wants to convey.¹⁵ From this statement, it can be said that writing is one of the skills to convey ideas that have been compiled in words up to paragraphs so that the reader understand the purpose of the text.

In addition, according to Flynn and Stainthorp, writing is used by writers to translate their ideas into words on the page so they can communicate their ideas to other people.¹⁶ It means that writing is the way someone to sharing ideas in written form.

Furthermore, According to Nunan writing are physical and mental act (it is about discovering ideas, thinking about how to communicate and develop them into statements and paragraphs that will be comprehensible to reader.¹⁷ From the statement above, we can relate it and it can be conclude that cognitive will be occur and can not separate in the process of writing.

¹⁵UbaidillahRahman, Et Al, *Developing Ability In Writing Recount Text Trough Guiding Question*, *Journal Of English Education Department*. Vol 1 No 2,2012,P. 2.

¹⁶ Naomi Flynn and RhonaStainthorp, *The Learning and Teaching of Reading and Writing*, (West Sussex: Whurr Publishers Limited, 2006), p. 34.

¹⁷David Nunan. *Practical English Language Teaching*. (McGraw Hill Education; 1 edition, 2003), p. 80

Meanwhile, Raymond defined that writing is a way of learning in which none of us can write much of interest without first thinking, probing, observing, asking questions, experimenting, and reading.¹⁸ We can conclude that before writing we have to do some activity like thinking, probing, etc. to gain information and knowledge. In summary, writing is a skill to express something in written form. It is the action of providing information or expressing one's feeling in a text and need some activity in order to gain information to provide writing.

2. Purpose of Writing

Researcher write based on their own purposes, it is used to describe what the writers want to deliver. According to Whitaker, here are several kinds of purpose in writing:

a. Persuasive purpose

The purpose is to make the readers change their point of view and agree with what the writers write. They can use reason and evidence to get the reader to adopt their writing. Persuasive writing include argumentative and position papers.

b. Analytical purpose

The purpose is to explain and evaluate possible answers to the writers' question, choosing the best answer based on their own criteria. This purpose often investigates causes, examine effects, evaluate

¹⁸James C. Raymond, *Writing (Is an Unnatural Act)*, (New York: Harper and Row Publishers, 1980), p.2.

effectiveness, assess ways to solve problems, find the relationships between various ideas, or analyze other people's arguments. The synthesis part of the purpose comes in when the writer put together all the parts and come up with their own answer to the question.

c. Informative purpose

The purpose is to give the readers new information about the topic and try to enlarge the readers' view. It is also used to educate or explain something to the readers.¹⁹

Meanwhile, according to Miller, here are the purposes of writing:

a. Writing to understand experience

The writers write their own experience and share it to readers. It has two goals: the writers are better in understanding their own experience and the readers understand from others' experience.²⁰

b. Writing to explain information

The writers write to help people understand about information and to reveal what is not clear for them. The writers can view the information in more than one way, because different writer can give different conclusion.

c. Writing to evaluate something

The writers evaluate the quality of the thing that is judged and influence the reader to accept their judgment.

¹⁹ Anne Whitaker, *Academic Writing Guide: A Step-by Step Guide to Writing Academic Papers*, (Slovakia: City University of Seattle, 2009), p.2

²⁰ Robert Keith Miller, *Motives for Writing 5 th Edition*, (New York: McGraw-Hill Companies, 2006). p. 47.

d. Writing to analyze images

Writing to analyze images requires the ability to discern the difference between the effective and ineffective and to explain why this judgment is made.

e. Writing to analyze text

This aim of writing is to analyze the text. There is no single correct of analyzing text. Different writers can reach different conclusions when they analyze the same text.

f. Writing to persuade others

This aim of writing is to persuade in an attempt to get someone to do something that the writers want about themselves. This example of writing is when people want to apply job, propose marriage, and argumentative.

g. Writing to inspire others

The writers write what is important in life and what is possible to achieve to motivate the reader. It needs drawing on widely held values and evoking feelings that need to be reinforced.

h. Writing to amuse others

This writing aim is to bring pleasure to others for example by telling a joke or story which makes someone pleased. This kind of writing is always there in a narrative text.²¹

²¹*Ibid.*, p. 47-569.

3. Process of Writing

To make something needs a process, so does writing. In a process involves many stages, each of which is as valuable as the next, each focusing on the overall design and purpose of the final product. According to Jonson, here are stages of writing:

a. Prewriting stage

During this stage, student explores and focuses on the purpose, audience, topic, and form that the writing task could take. This is the "getting-ready to-write" stage where writers take the time to explore thoughts and feelings, organize and jot down ideas, and develop strategy for how they will approach the writing.

b. Drafting stage

The drafting is the writer's first attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, the draft is rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps. Only those draft that students feel are interesting or of value should be taken to the next step.

c. Revising

This is the heart of the writing process. Here a piece is revised and reshaped many times. The draft stage is like throwing a large blob of clay on the potter's wheel. Revising is where you shape the blob, adding parts,

taking parts away, and continually molding and changing. Here you look for flow and structure. You reread paragraphs and move things around.

d. Editing

This is the stages where grammar, spelling, and punctuation error are corrected. A word of caution : the quickest way to ruin a good writing project or damage a writer is to insist that step 4 be included in step 1,2, or 3. If writers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing suffers. Precious brain space that is devoted to generating and connecting ideas will instead be worrying about writing mechanics.

e. Publishing and sharing

This is where students' writing is shared with an audience. Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing school or class newspaper, school or class magazines, or displaying short sample of writing in the hall or out in the community. Writing experiences become even more powerful by having students read their work out loud in small group, to another classmate, or in a large group setting.²²

²² Andrew P Johnson. *Teaching Reading And Writing: Guidebook For Tutoring And Remediating Students*. (USA:Littlefield Publishing Group,Inc.2008).P,179.

4. Forms of writing

Writing includes various kinds of text types. According to Scholes and Comley, the form is the set of rules and conventions that will guide the writer in writing and reader in reading text. These are three types of form:

- a. Writer-oriented forms: it means form of writing in which the writer is the center of attention.

1) Expression

In this form, the writer is most concerned with expressing certain feelings or thoughts for these satisfaction of doing so. This is a primitive form: an elaboration of such fundamental expressive gestures as a cry of rage or pain, a groan or sigh of depression, an "mmm" or "ah" of satisfaction."

2) Reflection

In reflective writing, the writer's self is doubled. The writers do not simply write subjectively from themselves, as in expression; they also write objectively about themselves as well.

- b. Reader Oriented Forms: the forms of writing that are oriented to the reader give writer change to practice the principle of paying attention to the reader.

1) Direction

Provide information and arrange that information in the most useful and comprehensible order. We can find it for example in the cookbooks, textbooks, exercise books and instruction books.

2) Persuasion

Persuasive writing is designed to create a want or motivate an action.

Persuasion relies heavily on appeals to emotion. It often uses the same linguistic resources as poetry to achieve its end; vivid images, careful control of connotations, repetition, rhythm, even rhyme.

- c. Topic Oriented Forms: where the personality of the writer is not a central concern and few direct appeals to the reader are made. The topic itself is examined and presented to the reader for the sake informing or for thoughtful consideration.

1) Narration

A narrative is a report on an event, a happening that unfolds in time. Narration is a form of writing shared by the creative writer, who invents the events to be narrated.

2) Description

In description, it takes a scene or an object and captures it in language. That is, it organizes the details of the object or scene to describe in the way that will most effectively convey the sensual image.

3) Classification

Classification is another form that puts a premium on organization. In classification, it organizes the material not by time or space, but by a principle of logic.

4) Argumentation

Argumentation differs from persuasion by being more rational. It is aimed at clarifying a topic rather than at moving a reader. Its function is to make the reader do something.

5) Analysis

Analysis is both a way of observing and a way of writing about something has observed. In particular, it involves taking things apart and seeing how the parts are related, so as to understand how the object of analysis works.²³

B. Narrative Text

1. Definition of Narrative

Learning text types in junior and senior high school is featuring the languages which are dominantly used to compose the narrative text. This language features are commonly relating to grammar and structure. Recently, studying grammar and structure can't separate with the contexts. That is why we find some grammar focus will be attached in the text.

According to Anderson, narrative is a text which tells a story and doing so,entertainers or inform the readers or listener.²⁴It means that narrative text is a kind of text to retell the story that past, there are problem and resolution. The purpose of the text is to entertain or to amuse the readers or listeners about the story. Meanwhile according to Kurniawan Narrative text is a text that tells

²³Robert Scholes and Nancy R. Comley, *The Practice of Writing 2nd Edition*, (New York: St. Martin Press, 1985), P.9-12

²⁴Mark Anderson and Kathy Anderson, *Text Type In English*. (South Yarra: Macmillan Education 1997),P.2

something. Thus Narrative Text is a text that is made or written by the author in the form of exposure to a story that generally occurs in the past.²⁵ It means that Narrative is to tell something to make other people enjoy or imagine the things we tell.

In addition, narrative is kind of text that contains of story which has a problematic, climax and solution as the end of the story.²⁶ It means that in narrative text there is a conflict that will reach the solution in the end of story. Usually, the students like to read legend of the country, fairy tale of the world, or fable such as Malin Kundang, Cinderella, and Mouse and Crocodile. They know as narrative text.

2. Purpose of Narrative text

Every written text has purpose, so does the narrative text. According to Andersons, they state that the purpose of narrative is to present a view of the world that entertains or informs the reader or listener.²⁷ It can be said that narrative text can be used to entertain the reader or listener. Besides, According to Clouse, narrative text can fulfill any of the purposes for writing: to entertain, to express feelings, to relate experience, to inform, and to persuade.²⁸ There are

²⁵Arief Kurniawan, *Mengeksplorasi Jenis-Jenis Teks Bahasa Inggris*. (Jakarta: Multi Kreasi Satudelapan.2010, p.3

²⁶Pardiyono, *The Art Of Teaching Technique Of Classing Handling As Food Like Service*, (Yogyakarta: Penerbit ANDI, 2011), p.30

²⁷Mark Anderson and Kathy Anderson, *Loc, Cit*

²⁸Barbara Fine Clouse, *The Student Writer: Editor and Critic*, (New York: McGraw-Hill Companies, Inc., 2008), p.186

other purposes of narrative besides to entertain the reader but also to express feelings and persuade the reader.

3. Generic Structure of Narrative Text

The generic structure of a narrative are:

1. Orientation, this is beginning of the story in which the writer tells the audience about who the characters in the story are, where the story is taking place and when the action happens.
2. Complication, the story is pushed along by a series of event, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters. Narrative mirror the complication we face in life and tend to reassure us that they are resolvable.
3. Resolution, in a satisfying narrative, a resolution of complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this of course possible in certain types of narrative, which leave us wondering how the end is). In short, as stated in paragraph above, the generic structure of narrative text are orientation, complication, and resolution.²⁹

Narrative text is a type of text that is proposed to amuse and to deal with actual and vicarious experience in different ways, narrative also deals with

²⁹Emi Emelia, *Genre Based Approach*, (Bandung: PT KiblatBukuUtama, 2011).p,102

problematic events which lead to a crisis or turning points of some kind, which in turn find a resolution.³⁰ It means that narrative text is a kind of text to retell the story that past, there are problem and resolution. The purpose of the text is to entertain or to amuse the readers or listeners about the story.

From that statement above, it can be concluded that narrative text is an imaginative story which has purpose to entertain the reader. Narratives also can be media to teach the students about moral. Sometimes, there is narrative text which has ending to do something better again, respect to other people, become kind people etc.

4. Language Features of Narrative Text

Besides having purpose and generic structure, narrative text also has significant language features that support the form of a narrative text. Here are the language features of narrative text:

- a. Using simple past tense
- b. Using adverb of time such as Once upon a time, one day, etc.
- c. Using time conjunction such as when, then, suddenly, etc.
- d. Using specific character. The character of the story is specific, not general. For example: Cinderella, Snow White, Alibaba, etc.

³⁰Prasetyo, *Definition of Narrative Text*, Jakarta, 2011 (available on <http://dasarbahasainggris.blogspot.com/2013/09/the-definition-of-narrative-text-and.html>) (29 November 2018).

- e. Using action verbs such as killed, dug, walked, etc.³¹

5. Types of Narrative Text

There are various genres in writing narrative text. According to Neo there are many different types of narrative texts, among others:

a. Humor

A humorous narrative is one of that aims to make audience laugh as a part of telling story. Here is typical structure:

- 1) Orientation: the narrator tells the funny characters names in unusual Setting.
- 2) Complication: in this part, something crazy happen.
- 3) Sequence of event: there are many imaginative ideas here funny things said by characters and extraordinary things happening to ordinary people.
- 4) Resolution: All's well that end well.

b. Romance

The romance narrative typically tells of two lovers who overcome difficulties to end up together. Here are the usual features:

- 1) Orientation: it contains hunk male and female who is looking for Love, exotic setting, sun set, beaches, and moonlight.
- 2) Complication: boy meets girl.

³¹ Emi Emelia, *Loc, Cit.*

3) Sequence of event: it contains the development relationship, jealousy, love, hurt, pain, warm, sharing, and overcoming problems.

4) Resolution: boy gets girl, marry and live happy ever after.

c. Fairy Tale

A fairy tale is a story which involves folklore features such as fairies, goblins, princes and princesses. The fairy tales are a sub-class of the folk tale. The oldest fairy tales were told and retold from generations before they were written down.

d. Fable

Fable is a literary genre: a succinct fictional story, in prose or verse, that features animals, legendary creatures, plants, inanimate objects, or forces of nature.

e. Legend

A legend is a narrative of human actions that are perceived both by teller and listeners to take place within human history. A legend is a short, traditional and historicized narrative performed in a conversational mode. Some define legend as folktale.³²

³²Emi Emelia,*Loc, Cit.*

A. Example of Narrative Text

Here is the example of narrative text which is adopted from English book for eighth grade students entitled *English in Focus for Grade eighth Junior High School (SMP/MTs)* on table 2.³³

Table 2

Example of Narrative Text

The Humble Cocoon

In the deep forest, there lived a cocoon that was hanging on the tree. He could not go anywhere because he hung there. One day, cocoon met the ant. The ant was walking on the tree and seeing him. What do you do there? Can you walk like me? I know you could not do that! the ant yelled. Never mind, someday I will accompany you to walk there, the cocoon smiled. And then several days later, the rain fell heavily. It made the forest was flood because the rain did not stop for two days. The ant lost his home and drowned. No one could help him because it was still flood. And then a butterfly came and helped him. He thanked her and said that he never saw her before. Then she said that she was the cocoon who the ant yelled. The ant regretted and apologized to her.

Source: English in Focus for Grade eighth Junior High School (SMP/MTs).

³³ArtonoWardiman, Masduki B. Jahur and M. SukirmanDjusma, *English in Focus for Grade VIII Junior High School (SMP/MTs)*, (Jakarta: PusatPerbukuan, DepartemenPendidikanNasional, 2008), p. 88.

C. Graphic Organizer

1. Definition of Graphic Organizer

Graphic organizers are visual representation of knowledge that structures information by arranging important aspects of a concept or topic into a pattern using labels.³⁴ In other hand, Griffin and tullber stated in Jessica lynn Graphic organizer are visual representation of information from a text that depict the relationships between concepts, the structure, and/or key concepts of the text.³⁵ Based on the statement above, in graphic organizer their main function is to help present information in concise way that highlight the organization and relationships of concepts. According to Jiang and Grabe in Jessica Lynn that Graphic organizer provide a means of teaching students how to recognize text structures.³⁶ It means that the students are expected to comprehend text better when show visually how information in the text is organize.

In conclusion, graphic organizer is a showing the relation between a concept and its subordinate levels of characteristic.

2. Type of Graphic Organizers

a. Cylical Organizers

Cilical Organizers is organizers showing the sequence of events in a process. Example: Circle Organizer.

³⁴Hong Kong China. Curriculum Development Institute Personal Social and Humanities Education Section.*The Use of Graphic Organizer to Enhance Thinking Skills in the Learning of Economics*.(Hong Kong:Education Dept,2001),p.3

³⁵Jessica Lynn Wells Miranda.*effect of graphic organizers on the reading comprehension of an English language learners with a learning disability: second language studies*.(University of Hawai'I at manoa fall 2011), p.100

³⁶Jessica lynn wells Miranda,*Op.Cit.* p.101

b. Hierarchial Organizers

Hierarchial Organizers is showing the relation between a concept and its subordinate levels of characteristics. Example: Hierarchy Diagram.

c. Sequential Organizers

Sequential Organizers is events in chronological order. Example: Multiple Timeline.

d. Conceptual Organizers

e. Conceptual Organizers is showing how a main concept is supported by facts, evidence and characteristics. Example: Definition Map.³⁷

D. Story Pyramid Strategy

1. Definition of Story Pyramid Strategy

The story pyramid strategy is acts as a graphic organizer that starts with one word at the top and adds a word onto each line below it. While enjoyable, the activity helps students remember key points and summarize what they know. According to Jonson, A story pyramid is a structured format which students use to know the most important parts of story. This strategy forces students to review and summarize the main points of a story.³⁸ It means that story pyramid is a activity that helps students capture the main points of a story in a limited number of words.

³⁷Hong Kong China. Curriculum Development Institute Personal Social and Humanities Education Section. *Op.Cit.p,5*.

³⁸ K. Feeny Jonson, *60 Strategies for Improving Reading Comprehension in Grades K-8*, (USA: Library of congress cataloging in publication data, 2006), p.184

There for, Story pyramid is a graphic organizers that uses a formulaic system to input information such as main character, setting, conflicts, and resolution. According to Puthota story pyramid is a strategy to ensure the students thoroughly comprehend a variety of different aspect of a story by closely analyzing the main character, setting, problem, events and solution.³⁹ It means that can showed students' critical thinking, because the students would analyze the text from the easy one to the difficult one based on highest to the lowest pyramid.

Then, Mawadda states that story pyramid is an adaptation of story mapping that also uses a visual framework for understanding, identifying, and remembering elements in narrative text.⁴⁰ According to Macon, Bewell& Vogt, story pyramid is a graphic organizer which can help students to pinpoint the highlights of a story and describe the important parts using a limited number of words. The requirement of brief responses stretches students' thinking and fun.⁴¹ In line with Baxendell as cited in Tayib that graphic organizer can help students clearly see how ideas are organized within a text or surrounding a concept. Through the use of organizers, learners acquire the structure of

³⁹Puthota, M.,2011.,*Story Pyramid presentation. Upload & Share Power Point presentations and documents.* from <http://www.slideshare.net/mars2084/storypyramidpresentation>

⁴⁰Mawadda, *Teaching Reading Comprehension to the Eighth Grade Students of SMP Negeri 12 Palembang by Using Story Pyramid*, Edukasi: Jurnal Pendidikan dan Pengajaran, 2014, p. 60

⁴¹StoryPyramid,2017,<https://contentreadingwriting.wikispaces.com/file/view/Story+Pyramid.pdf>.

abstract concepts.⁴² Based on the explanation above, Story pyramid strategy is a strategy to make the students understand about the story based on the structure. Teacher needs to challenge students to develop better thinking and understand about the text through story pyramid strategy, and use graphic organizer can help the students expected to find the main idea or pinpoint from the topic or problem.

According to Boling and Evan in Agustiniingsih, et.al, Story Pyramid is a way that helps students to summarize the text. It requires the students to focus on relevant details and use concise terminology to capture the purpose of the statements.⁴³ It means that the story pyramid can help students to summarize the text based on the story and the students can find the purpose of the text.

Based on these explanation, story pyramid is a visual and a graphic representation or organizer of information that allow to summarize the text and make connection. The story pyramid strategy assists student to help the students to find the main idea from the topic or problem and to describe the important parts using a limited number of words.

In conclusion, story pyramid is a structure format that shows the most important part of story. It makes the students focus on the detail and use concise terminology in conduct their writing.

⁴² Abdul-MajeedTayib, *The Effect of using Graphic organizers on Writing* (A Case Study of Preparatory College Students at Ummi Al Qura University), *International Journal of English Language and Linguistics Research*, Vol.3, No.1, 2015, p. 15-36.

⁴³ AyuAgustiniingsih, AanErlyanaFardhani, EkaWahjuningsih, *The Effect Of Using Story Pyramid Technique on Summary Writing Achievement of Narrative Text of the Eighth Grade Students at SMPN 4 Jember*, (Jember: Education Jember University, 2014), p.2

2. Procedure of Story Pyramid Strategy

Story pyramid helps students in searching for meaning and a variety of ways to organize information. This strategy also helps students promote comprehension and writing. Here are the procedures of story pyramid according to Jonson:

- a. Line 1 name of main character
- b. Line 2 two words describing the character
- c. Line 3 three words describing the setting
- d. Line 4 four words stating the problem
- e. Line 5 five words describing one event in the beginning of the story
- f. Line 6 six words describing one event in the middle of story
- g. Line 7 seven words describing one event in the end of the story
- h. Line 8 eight words that refer to the problem solution.⁴⁴

Table 3

Story Pyramid

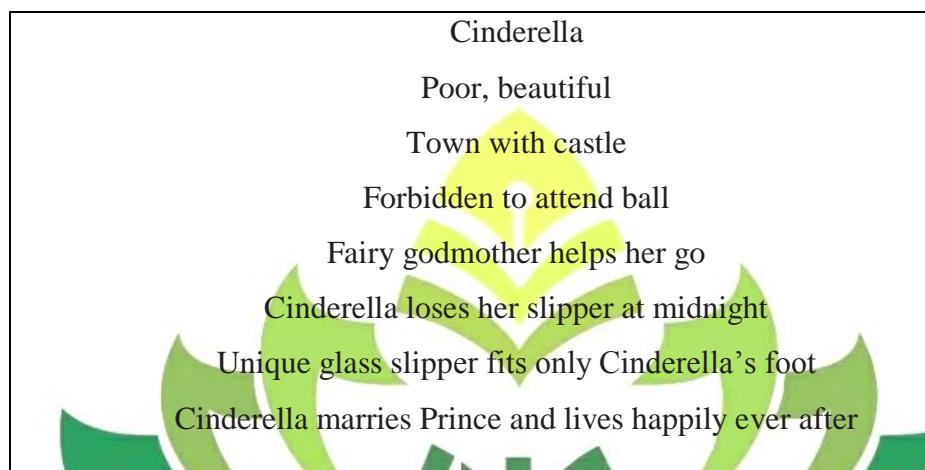
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Adopted from : [https:// uthinkedu.com/files/resources/comprehension/Story
%20Pyramid.pdf](https://uthinkedu.com/files/resources/comprehension/Story%20Pyramid.pdf)

⁴⁴ Jonson, Op.cit., p. 185.

Through this strategy students will be able to capture essential information about the book or reading selection. They are also able to organize their thoughts to create longer writing pieces.

a. Here is an example of story pyramid:



3. Advantages and Disadvantages of Using Story Pyramid Strategy

There are some advantages of story pyramid strategy according to Macon et al. The advantages of story pyramid strategy is helps students pinpoint highlights of story and describe the important part of using a limited number of words. The requirement of brief responses stretches students' thinking and is fun.

So, the students will comprehend a text clearly because they will describe the important part by using the pyramid.⁴⁵

⁴⁵DettaDwilkhaira. *Teaching Reading by Combining Story Pyramid Strategy and Sketch to Stretch Strategy at Junior High School*. JurnalWisudaKe 48 MahasiswaPendidikanBahasaInggris. Vol. 1. No.1, 2018 ,p.3

On the other hand, the advantages of story pyramid strategy are:

- a. Story pyramid strategy helps students promote comprehension. It means that story pyramid strategy can help students to understand the text by catching the main point of the text using limited number of words.
- b. Through Story Pyramid strategy, it also helps students promote writing. It means that students can organize their thoughts to create writing piece, it helps students to write based on the outline that provided in story pyramid.

There are some disadvantages of story pyramid strategy:

- a. Had plenty of the time to explain the directions and make sure the students understood what they were expected to complete.
- b. Teacher should be sure to clearly explain the instructions and the goals of the activity prior going to giving the students the assignment so as to limit confusion during the lesson.⁴⁶

4. Teaching Writing Narrative Text by Using Story Pyramid Strategy

There are steps in using story pyramid with the students:

- a. Show students the story pyramid graphic organizer
- b. Ask questions that will help students complete the pyramid using the correct number of words.
- c. Once students have completed the story pyramid outline, encourage them to rewrite a narrative using the information in the pyramid.⁴⁷

⁴⁶HusnaMalumSinamo.*The Effect of Story Pyramid Strategy on Students' Ability in Reading of NarrativeTextat the Second Year Students' of Boarding School MTs DairiSidikalang Academic Year 2015/2016..* UINSU.P. 17.

E. Expository Strategy

1. Definition of Expository Strategy

Expository Strategy is one of learning strategy is used in the classroom, where the teacher focuses to explain the material, in other words the teacher is talkative.⁴⁸ Further, expository strategy is one of learning strategy that emphasizes to order material through oral from the teacher to the students.⁴⁹ It means that the expository strategy is a strategy where the teacher is the most important role there and focus material only from the teacher. Moreover, the teacher hold most important rule, because expository strategy is the manner of presentation lesson which is done by the teacher with the verbal explanation directly.⁵⁰ It can be inferred that expository strategy as one-way communication, it also describes that the students ability has limited knowledge because the students just focus on the teacher explanation.

According Ausubel expository strategy are the most effective and efficient way of teaching in instilling meaningful learning. Therefore in this strategy students don't just listen, take notes or just pay attention, but do practice questions or maybe ask each other questions.⁵¹ It means that In this strategy the teacher also

⁴⁷ Story Pyramid, 2017, [littps://contentreadingwriting.vvikipaces.com/file/view/Story+Pyramid .pdf](https://contentreadingwriting.vvikipaces.com/file/view/Story+Pyramid.pdf).

⁴⁸ Sofyana Hanani, *Penerapan Strategi Pembelajaran Expository*, (Semarang: Program Studi Pendidikan IKIP Veteran, 2005), p.59

⁴⁹ Wina Sanjaya, *Strategi Pembelajaran: Berorientasi Standar Proses Pendidikan*, (Jakarta: Kencana Prenada Media Group, 2006), p.179

⁵⁰ *Ibid.*, p.179

⁵¹ Bayu Atriyanto, "Pengaruh Strategi Pembelajaran Ekspositori Terhadap Hasil Belajar Siswa" (Surabaya: Jurnal Pendidikan Teknik Elektro, Vol 03, No 02, 2014), p.10

checks the results of students' work individually and if the results of the work are still considered to be imperfect, then it will be explained in a classical manner.

In addition Astuti stated that expository strategy is a model of learning that suppress the verbal process of delivering material from a teacher to a group of student with the intention that students can master the subject matter is optimal.⁵² It means that expository is one kind of teaching model that can be used by the teacher orally to explain the material to the students in order to make the students master the material. Expository strategy are a form of teacher-oriented learning approaches.⁵³ It means that in this strategy the teacher plays a very dominant role.

Based on these explanations, the researcher concludes that expository strategy is the strategy of the teacher use to teach which the focus or the central material only given by the teacher with explanation to the directly. In this strategy the teacher more active than students.

⁵²Novita Fuji Astuti, *Efektivitas Model Pembelajaran Ekspositori Hasil Belajar Siswa Pokok Bahasan Ayat Jurnal Penyesuaian*. (Pontianak:Universitas Tanjung Pura, 2010),<http://jurnal.untan.ac.id/index.php/jpdpb/article/view/3137>. Accessed on februari 09th, 2019, 8:15 pm

⁵³Tuti Erita, *Meningkatkan Penguasaan Belajar Ips Melalui Strategi Ekspositori*, Riau: Jurnal Pajar (Pendidikan Dan Pengajaran) Program Studi Pendidikan Guru Sekolah Dasar FKIP Universitas Riau, Vol 1 No 2, 2017,P.242

2. Procedure of Expository Strategy

Here are the procedure of expository strategy:

1. Preparation

Preparation is a very important step. The successful implementation of learning by using expository is very dependent on the preparation step.

2. Presentation

Presentation is the step of delivering learning material in accordance with the preparation that has been made.

3. Correlation

The Correlation is a step that connects learning material with student experience or with things that allow students to involve the relationships that they already have.

4. Generalization

Generalization is the stages to complete the core of the subject matter that has been presented.

5. Application (application)

This step of application is an important step in the expository strategy, because through this step the teacher will be able to gather information about mastery and understanding of subject matter by students.⁵⁴

⁵⁴TutiErita, *Op, Cit.*,p.244

3. Advantages and Disadvantages of Using Expository Strategy

The Advantages and Disadvantages of using expository strategy as a strategy in writing of English teaching learning process. There are some of advantages and disadvantages of using expository strategy, they are as follows:

1. Advantages of Using Expository Strategy

- a. Through this strategy the teacher can control the material and this strategy can be used of the total students, in another word in the large class.
- b. Through this strategy the students can hear through speech from the teacher, then look the demonstration about the material.⁵⁵

Based on these explanations, it can be concluded that the expository strategy has strength for the students through oral by their teacher.

2. Disadvantages of Using Expository Strategy

- a. This strategy only can be done for students that have good listening ability and give good attention. For students do not have good listening ability, need another strategy.
- b. Because this strategy is given by talkative teacher. So that, it is difficult to increase students ability in socialization, interpersonal related, and critical think ability.

⁵⁵Wina Sanjaya, Op. Cit., p.190

c. So that, this strategy happen in one-way communication, then the opportunity for controlling the students understand about the material is limited. Besides that, the one-way communication can cause the students knowledge is narrow about what their teacher given.⁵⁶

Based on these explanations, it can be concluded that the expository strategy has weakness to be used in the writing classroom. To solve the problem the teacher needs to explain the material slowly and clearly, and the teacher should make the teaching and learning process enjoyable by giving opportunity to the students become active.

4. Teaching Writing Narrative Text By Using Expository Strategy

There is teaching writing narrative text by using expository strategy:

1. The teacher prepares the material that relate with narrative text for the students.
2. The teacher presents the material narrative text and give an example of narrative text for the students.
3. The teacher explains about narrative text with generic structure.
4. The teacher asks the students to make a narrative text by retelling the story based on the text they read.
5. The teacher gives conclusion in the end of material.

⁵⁶Ibid. p.192

Based on these explanations, it can be concluded that the procedure of teaching procedure text writing through expository strategy start from the teacher prepares until the teacher closes the material.⁵⁷

E. Frame of Thinking

Based on the background of the research, the researcher gets the point that writing is important in language learning as it related to the purpose of teaching English to improve students' linguistic competence both in spoken or written form. One of writing that should be mastered is writing narrative text. As we know that writing narrative text is one of English materials in ninth grade based on syllabus. The purpose of learning narrative text based on the syllabus is to make students able to produce the simple narrative text. However, students still face the difficulties in writing narrative text, especially in planning to write. They were confused what they should write, they did not know how to develop their writing.

Writing is a skill to express something in written form. It is an action of providing information or expressing one's feeling in a text and need some activity in order to gain information to provide writing. Narrative text is a kind of texts which is learned at the ninth grade. Narrative text is a fictional text that tells about the past event which is told chronologically and it has purpose to amuse the reader or listener. The researcher considered about using story pyramid strategy in teaching writing narrative text. It is a prewriting activity that describes important information from a story such as the main character,

⁵⁷Ibid, p.196

the setting and the major events in the plot. It helps the students generate and organize the ideas clearly before they start to write.

Based on the theories from experts that have been explained, the researcher assumes that there is significant effectiveness of story pyramid strategy toward students' writing narrative text. It happens because by using story pyramid strategy students can organize their thoughts to create writing piece, it helps students to write based on the outline that provided in story pyramid.

F. Theoretical Hypothesis

Based on the theories, thoughts, and explanation above, the writer formulated the hypothesis as follows:

H_a :There is a significant effectiveness of story pyramid strategy on students' writing narrative text of the ninth grade at MTs Ma'arif NU 08 Mataram Baru East Lampung in the academic year of 2019/2020

H_o :There is no significant effectiveness of story pyramid strategy on students' writing narrative text of the ninth grade at Mts Ma'arif NU 08 Mataram Baru East Lampung in the academic year of 2019/2020

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used quantitative as the method and quasi-experimental research as the design. A quasi-experimental study is a type of evaluation which aims to determine whether a program or intervention has the intended effect on a study of participants. Quasi-experimental is the research that does not permit the researcher to control the assignment. This category of design is most frequently used when it is not feasible for the researcher to use random assignment.⁵⁸

Then, Millan stated that the purpose of quasi experimental design is to determine cause and effect between independent and dependent variable. A common situation for implementing quasi-experimental study involves several classes or schools that can be used to determine the effect of curricular materials or teaching methods.⁵⁹ In this research, story pyramid strategy was the independent variable which may cause/influence students' writing skill in narrative text as the dependent variable.

Furthermore, the researcher involved two groups, one class as an experimental class, and another class as control class. The pre-test and post-test

⁵⁸ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating, Quantitative and Qualitative Research*, (Boston: Pearson Education, 2011), p. 309.

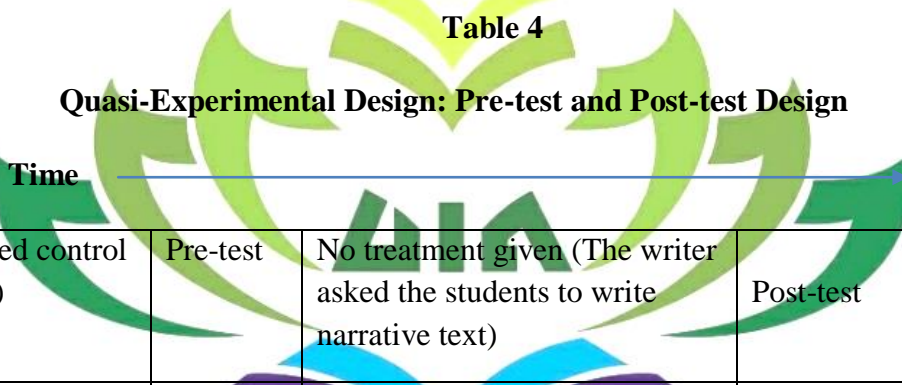
⁵⁹ James H. McMillan, Sally Schumacher, *Research in Education Evidence-Based Inquiry 6th Edition*, (Boston: Allyn and Bacon, 2006), p. 24.

were given to the students in both experimental and the control class. The treatment was apply in experimental class which is writing narrative text using story pyramid strategy, meanwhile in the control class only used usual way.

The results of pre-test and post-test from two experimental and control class were compare and observe, to know if there are any significant differences in teaching writing narrative text with and without using story pyramid strategy. Furthermore, the design of this research could be explained by the table below:⁶⁰

Table 4

Quasi-Experimental Design: Pre-test and Post-test Design



Selected control group)	Pre-test	No treatment given (The writer asked the students to write narrative text)	Post-test
experimental group	Pre-test	SelectedExperimental treatment(The writer used story pyramid strategy in planning writing narrative text)	Post-test

Source: John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating, Quantitative and Qualitative Research*, (Boston: Pearson Education, 2011)

B. The Variable of the Research

The variable is the condition of characteristics by which the experimental class to be investigated. According to Sugiyono, variable is something that can be object of research to get the information of everything about it.⁶¹ Ari kunto

⁶⁰Creswell, Op.cit.,p. 310

⁶¹Prof.Dr.Sugiyono, *Metode Penelitian Kualitatif, dan R & D*, (Bandung: Alfabeta, 2010),p.38

adds that variable is the object of research or central in the research.⁶² It means that variable is all of the something that can be resource or object that we get information for our research and know the influence after giving treatment for target research.

And this research consists of two variables, namely:

1. Independent variable or variable (X),

The independent variable in this research is Story Pyramid Strategy that is symbolized by (X)

2. dependent variable or variable (Y).

The dependent variable in this research is the students' writing narrative text that is symbolized by (Y)

C. The Operational Definition of Variable

The operational definition of variable of this research as follows:

- a. Independent Variable (X)

Story pyramid strategy is a strategy for teaching writing narrative text.

Story Pyramid is a strategy for teaching writing narrative text by making the students to know what the structure format that shows the most important part of story and makes the students focus on the detail and use concise terminology in conduct their writing. The researcher used Story pyramid strategy in class IX A as the experimental class.

⁶²Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2002), p.96

b. Dependent Variable (Y)

The students' writing narrative text is the students' express the ideas in written form to tell a story from a particular point of view and can be presented using words images and sounds. Its purpose is to narrate events, entertain and engage the students an imaginative experience. The researcher used writing narrative text in class IX B as the control class.

D. Population and Sample and sampling Technique of the Reserarch

1. Population

The population is all of the data that become the attention. It is defined as all members of any well defined-class of people, event or subject. According to Creswell, population is a group of individuals who have the same characteristics, while sample is a subgroup of the target population that the researcher plans to study for the purpose of making generalization about the target population.⁶³ The population of the research is the students at the ninth grade of MTs ma'arif NU 08 Mataram Baru East Lampung in the academic year of 2019/2020 which consist of 73 students in three classes.

⁶³Ibid., p.142.

Table 5

**The Population of the Ninth Grade Students of Mts Ma'arif NU 08
Mataram Baru East Lampung in the Academic Year of 2019**

No	Class	Gender		Total
		Male	Female	
1	IX A	12	11	23
2	IX B	12	10	22
3	IX C	12	16	28
Total		36	37	73

Source: data of documentation at the Ninth Grade of MTs Ma'arif nu 08 Mataram Baru East Lampung in the academic Year of 2019.

2. The Sample of the Research

Sample of the research is individual group that represents all individuals as a part of target groups. According to Brannen in Pohan, purposive sampling is done based on certain consideration that is made by researchers such as observing a population that is already known before.⁶⁴ In this research, the researcher was ask for recommendation from the teacher in the school and was see the result of the pretest which is given by the researcher. The sample of this research was taken from two classes; IX A and IX B. There were 23 students IX A and 22 in XI B class. The researcher chose IX B as a control class which is taught without story pyramid strategy and IX A as an experimental class which is taught using by story pyramid strategy.

⁶⁴Rusdin Pohan, *Metodologi Penelitian Pendidikan*, (Banda Aceh: Lanarka Publisher, 2007), p. 53.

3. The Sampling of the Technique of the Research

In taking sample, the researcher used cluster random sampling because the students have homogeneous characteristic and are in cluster or groups. Fraenkel and Wallen states that the selection of groups, or cluster, of objects rather than individuals is known as cluster random sampling.⁶⁵ The researcher was conducted the research at the ninth grade consists of two classes. The sample of the research are two classes. One experimental class and the other one is control class.

The steps in determining the experimental class and control class as follows:

- a. The researcher write the names of class IXA, IX B, IX C on a small piece of paper.
- b. The paper was rolled up and put into a glass.
- c. Then, the researcher shake and take roll paper. The first class as the experimental class and the second class as the control class.

E. Data Collecting Technique

There are some steps in collecting the data for this research. The researcher used test in the data collection technique. Test is used to measure the persons' competence and to achieve the objective. The data are collected by giving writing test. Writing test was conducted twice.

⁶⁵Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education 7th Ed.*, (New York: McGraw-Hill, 2009), p.95

1. Pre-test

Before starting the experiment, writing test is administered to the students in the control and the experimental groups, in order to know the students' ability in writing narrative text. Students wrote a narrative text with a topic that determined.

2. Post-test

After giving treatment, the researcher gave the post-test to the students. The test would be also the same as the pre-test with different topic. Thus, the score of the post test would be compared with the pre-test before. Then, those two scores would be used as numerical data to measure the effect of story pyramid in teaching writing skill.

F. Research Instruments

In quantitative research, instrument is a tool to measure the variable in the research and to measure the quantitative data. The data are collected for answering the research question. The instrument of this research is writing test that conducted as pre-test and post-test. The pre-test is done to know the students' skill in writing narrative text before the treatment is given and the post-test is done to know the improvement of students after the treatment is given.

In gaining this data, the researcher attempt to employ these following methods:

2. Test

Test is a set of questions and exercises used to measure the achievement or capability of the individual or group.⁶⁶ This method is used to get data about score of the pre-test and post-test gave to both groups, the experimental and control classes.

a. Pre Test

The researcher conducted pre-test to know students' writing narrative text before they are taught story pyramid. The test used essay.

b. Post Test

The post test is conducted after that the treatments. The test used essay.

Table 6
Specification of Pretest

No	Topics
1	The Legend of Tangkuban Perahu
2	The Golden Snail
3	Loro Jongrang

Table 7
Specification of posttest

No	Topics
1	Malin Kundang
2	Beauty and the Beast
3	Toba Lake

⁶⁶Suharsimi Arikunto, *Op. Cit*, p.139

G. Research Procedure

The procedure of the research was follows:

1. Determining the subject
2. Determining the population and sample
3. Presenting the pre-test and finding out the result of the test
4. Analyzing the data that is got through the pre-test
5. Giving the treatment, the researcher taught the class three time through role, audience, format, topic story pyramid strategy
6. Giving the post-test and score the result
7. Analyzing the result of the test
8. Testing the hypothesis and making the conclusion
9. Reporting the result of the research

H. Scoring

furthermore, the researcher used written rating scale proposed by Weigle⁶⁷. The scoring rubric of the test provided a measure of quality of performance on the basis of five criteria:

Table 8
The Assessment Scale for writing work.

Content	20-17	Excellent to very good: Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
	16-12	Good to average: Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content

⁶⁷Sara Cushing Weigle, *Assessing Writing*, (Cambridge: University Press, 2002), p.116

		relevant to the topic; reasonably accurate detail.
	11-8	Fair to poor: Treatment of the topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail
	7-5	Very poor: Inadequate treatment of topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail
	4-0	Inadequate: Fails to address the task with any effectiveness
Organi zation	20-17	Excellent to very good: Fluent expressions, ideas clearly stated and supported. Appropriately organized paragraphs or sections; logically sequenced (coherence); connectives used (cohesion)
	16-12	Good to average: Uneven expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence); some connectives used (cohesion)
	11-8	Fair to poor: Very uneven expressions, ideas difficult follow; paragraphing/organization does not help the reader; logical sequenced difficult to follow (coherence); connectives largely absent (cohesion)
	7-5	Very poor: Lacks fluent expressions, ideas very difficult to follow, little sense of paragraphing/organization ; no sense of logical sequence.
	4-0	Inadequate: Fails to address this of aspect of the task with any effectiveness
Vocabu lary	20-17	Excellent to very good: Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
	16-12	Good to average: Adequate range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.
	11-8	Fair to poor: Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate
	7-5	Very poor: No range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; no apparent sense of appropriate.
	4-0	Inadequate: Fails to addresses his aspect of the task with any effectiveness.
Langua ge	30-24	Excellent to very good: Confident handling pf appropriate structures, hardly any errors of agreement, tense, number, word, order, articles, pronouns, prepositing; meaning never obscure.
	23-18	Good to average: Acceptable grammar but problem with more complexes structures; mostly appropriate structures; some errors of agreement, tense, number, word, order, articles, pronouns, prepositions, meaning sometimes obscured.
	17-10	Fair to poor: Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word, order, articles, pronouns, prepositions, meaning sometimes obscured
	9-6	Very poor: Major problems with structures even simple ones; frequent errors of negation, agreement, tense, number, word, order/function, articles, pronouns, prepositions,; meaning often obscured
	5-0	Inadequate: Fails to address his aspect of the task with anyeffectiveness
Mecha	10-	Excellent to very good: Demonstrates full command of spelling,

nic	8	punctuation, capitalization, and layout
	7-5	Good average: Occasional errors in spelling,punctuation, capitalization, and layout
	4-2	Fair to poor: frequenterrors in spelling, punctuation,capitalization, and layout
	1-0	Fair to poor: frequenterrors in spelling, punctuation,capitalization, and layout. ⁶⁸

In this research the researcher used inter-rater to score the result of the test. The scoring is done by the researcher herself and another person who also score the test, the English teacher in the school. The scores of two raters are summed up and then divided into two. The score of the test is calculated based on the following system proposed by Heaton, there are:

1. Content (the ability to think creatively and develop thoughts).
2. Organization (the ability to write in appropriate manner).
3. Vocabulary (the ability to use of word/idiom).
4. Language use (the ability to write appropriate structure)
5. Mechanic (the ability to use punctuation, capitalization, spelling and layout correctly).⁶⁹

I. Validity and Readability of Test

1. Validity of the Test.

Validity is a measure showing the levels of validity or validity of an instrument. A valid instrument has high validity. On the contrary, a less valid instrument means to have low validity. The validity test is conducted

⁶⁸Christopher Tribble, Op.Cit, p.130

⁶⁹J.B, Heaton, *Writing English Language Test*, New York: Longman Inc, 1991, P.135

to check whether the test measures what is intended to be measured.⁷⁰ It means that a test is valid if test can really test what needs to be taste scorreclty.Construct validity is concerned with whether the test is actually in line with the theory of what it means to know the language. Construct validity focuses on the kind of the test that is used to measure the ability. It means that the items should really test the students whether they have mastered the writing descriptive text. The scoring norm is covered by five aspects of writing are content, organization, vocabulary, language, and mechanics.

a. Content Validity

Content validity is concern with whether the test is sufficiently representaaive and comprehensive for the test. Content validity is the extend to which the question on the instrument and the score from the question are representative of all possible questions that could be asked about the content or skills.⁷¹ In the content validit the materis will be given is suitable with the curriculum use. It means that bthe researcher will give the test to the sample based on curriculumin the school

b. Construct Validity

Construct validity focuses on the kind of test that used to measure the ability. In other words, test can measure what needs to be measured.

In this research, the researcher administrated a writing test. The scoring

⁷⁰ Prof Dr.Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif,Kualitatif, Dan R&D* (10th Ed) (Bandung: Alfabeta,2012),P.17

⁷¹John W Creswell. *Op.Cit*.p, 618

covers five aspects of writing that are adapted from Tribble. They are content, organization, vocabulary, language, and mechanics. To make sure, the researcher consults to the English Teacher of MTs Ma'arif NU 08 Mataram Baru Ms. Sulistyowati, S.T to make sure that instrument had construct validity evidence.

2. Readability of the Test

Readability test are indicators that measure how easy the direction and instruction can be read understood.⁷² The researcher conducted readability test to know whether the direction and instructions can be understood by test taker or not. The readability of the writing sheet are given to the students in the ninth grade. To know readability of the writing narrative text test instrument, the researcher will follow Kouame's research. The participants will evaluate the instructions and the understandability of each item on a scale of 1 to 10, where 1 describes an item that is easy to read and 10 describes an item that is difficult to read.⁷³ The questions will be tested individually by giving the questionnaire for readability. After that, the researcher will measure the mean of each item.

Furthermore, the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers. It means that the

⁷²Julien B. Kouame, "Using Readability Tests to Improve the Accuracy of Evaluation Document Intended for Low Literate Participants: (Journal of Multi Disciplinary Evaluation, Vol. VI, No. 14 August, Western Michigan University, Michigan, 2010), P. 133.

⁷³*Ibid.*, p. 133

instrument is quite readable and understandable by the readers or test takers if the mean of all items of the instrument text has mean under 4.46.

J. Data Analysis

To analysis the data, the researcher used parametric statistic. In parametric statistics, there are assumptions which must be fulfilled; they are normality and homogeneity test.

1. Fulfillment of the Assumptions

Parametric statically significances tests, such as analysis of variance and least squares regression, are widely used by researcher in many disciplines, including statistics parametric test to produce accurate results, the assumption underlying them such as normality and homogeneity test must be satisfied.

a. Normality Test

The normality test is used to measure the data in the experimental class and control classes are normally distributed or not.⁷⁴ In this study, the researcher used statistical computation by using SPSS (Statistical Package for the Social Science) version 16 program for normally of test. The tests of normally employed are Shapiro Wilk.

The hypotheses for the normally test are formulated as follows:

⁷⁴Budiyono, *Statistika Untuk Penelitian*, (Surakara: SebelasMaret University Press, 2004),p.170.

Ho : The data have normal distribution.

Ha : The data do not have normal distribution.

While the criteria for acceptance of hypotheses of the normality test is as follows:

Ho is accepted if Sig (P value) $\geq \alpha = 0.05$

Ha is accepted if Sig (P value) $< \alpha = 0.05$

b. Homogeneity Test

Homogeneity test is used to know whether the data in experimental class and control class are homogenous or not. In the research, the researcher used statistical computation by using SPSS (*Statistical Package for the Social Science*) 16 version program for homogeneity of test.

The test of homogeneity employing Levene's Test.

The hypothesis are:

Ho : the variances of the data is homogeneous

Ha : the variances of the data is homogeneous

While the criteria for acceptance of the homogeneity test is as follows:

Ho is accepted if Sig (P value) $\geq \alpha = 0.05$

Ha is accepted if Sig (P value) $< \alpha = 0.05$

2. Hypothetical Test

The fulfillment of the assumptions normally test and homogeneity test are fulfilled, the researcher used t-test. In the case, the researcher used statistical computation by using SPSS (*Statistical Package for the Social Science*) 16 version program for homogeneity of test.

The purpose of using SPSS to practicality and efficiency in the study.

The Hypotheses are:

Ho : There is no significant effectiveness of using Story Pyramid Strategy towards students' writing narrative text at ninth grade of MTs Ma'arif NU 08 Mataram Baru East Lampung in the academic year 2019/2020

Ha : There is a significant effectiveness of using narrative text writing ability at the ninth grade of MTs Ma'arif NU 08 Mataram Baru East Lampung in the academic year 2019/2020

While the criteria for acceptance of the hypothesis test is as follows:

Ha is accepted if $\text{Sig (P value)} \leq \alpha = 0.05$

Ho is accepted if $\text{Sig (P value)} > \alpha = 0.05$

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

1. Description of Data

This chapter shows the result of the test given to the sample, the students of MTs Ma'arif NU 08 Mataram Baru East Lampung. The result was used to get empirical evidence about the effectiveness of using Story Pyramid Strategy on students' writing of narrative text at ninth grade of MTs Ma'arif NU 08 Mataram Baru East Lampung in the academic year 2019/2020. The result of the research is presented as the data description based on the result of the test. The result of the data analysis obtained through writing test.

a. Description of treatment

This research was conducted in three meetings. On Monday, July 22nd, 2019 the researcher administered the pre-test. The researcher gave the pre-test and post-test to experimental class IX A and control class IX B, on Tuesday, July 23rd, 2019 at 07.30-09.00 the researcher gave the pre-test in experimental class that consist of 23 students and in control class at 12.30-14.00 that consist 22 students.

On Saturday July 27th, 2019 the researcher gave the first treatment in experimental class and control class, experimental class at 07.30-09.00 while control class at 12.30-14.00 the researcher gave the second treatment

in experimental class on Monday, July 29th 2019 at 07.30-09.00 and control class at 12.30-14.00. The researcher give third treatment on Tuesday, July 30th, 2019 to experimental class at 07.30-09.00 and give third treatment to control class at 12.30-14.00. The researcher give the post-test to student experimental class and students in control class on August 03rd, 2019.

1) Description of First Treatment

The first treatment was conducted on Saturday July 27th 2019 at 07.30-09.00 am. The researcher greeted to the students, prayed together, checked the attendance list, and give motivation to make them interest in teaching learning process; in the first treatment the students look nervous. To make the students understand the material easier, the researcher give an example of making narrative text by using story pyramid strategy. The researcher divide the students narrative stories with a topic on the paper and then the students read the story in paper. After that the teacher direct the students to make the story pyramid based on the topic they have read. The teachers guide students if have difficult in making inquiries. The students write narrative text that give answers to the questions asked and the students write their answers in complete sentence in story pyramid.

After making narrative text use story pyramid, the students rewrite the story based on the topic. The researcher guide the students to make a conclusion about the material. The researcher and the students' consult the material has been studied together. The researcher asked to the students if

they had difficulty in understanding this lesson. Then the researcher closed the lesson.

2) Description of Second Treatment

The second treatment held on July, 29th 2019 at 07.30-09.00 am. It was better than first because the students did not look nervous anymore, and the students have known how to write text given by the teacher. The researcher started teaching learning process by review and explain more about the text, it was narrative text. The researcher gave the students example of narrative text with some topic and asked the students to write the text by using story pyramid strategy.

The teacher gave some questions to the students to stimulate them about generic structure cinderella story. The researcher gave the questions about what is the main character, setting etc. In this stage, the researcher told the students what they were going to learn by the review and explain from the teacher based on the meeting before.

3) Description of Third Treatment

The third treatment was held on July 30th 2019 at 07.30-09.00am. In this meeting the students were taught through another narrative text by using Story Pyramid Strategy and the teacher gave instruction to the students to make a narrative text based on the teacher explanation at the second treatment. It made the students understand how to make the narrative text. It was better than the first because the students have known how to comprehend the text given by the researcher. The students felt enjoyable with writing the text. It

was found that all students involve in the process. The last activity of this treatment, the researcher give chance to the students to ask if they have difficult about the material and the task. The students look more interest in the learning process. The researcher consult the material about writing narrative text by using Story Pyramid Strategy.

B. Result of The Research

The research was aimed to know whether there are any significant effectiveness for the students' writing narrative text after they was given treatment by using story pyramid as strategy in this research. The research was conducted of the first semester of the ninth grade of MTs Ma'arif NU 08 Mataram Baru East Lampung. Two classes as sample of research, they was IX A and IX B. Furthermore, the instrument of this research was written test especially in narrative text.

a. Result of pre-test

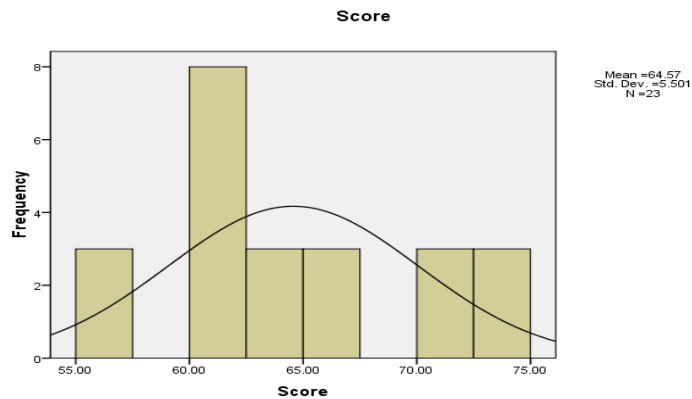
The pre-test was administrated in order to know students' writing narrative text before treatment was given. The pre-test was administrated on July, 23rd 2019 in experimental class and control class.

1) Pre test in Experimental Class

The result of pretes in experimental class, the mean of pre-test in experimental class was 64.57, standard of deviation = 5.501, N = 23, median = 63.00, mode = 62.00, variance = 30.3, minimum score = 55.00,

and maximum score = 74.00. It showed students' writing before they get the treatments.

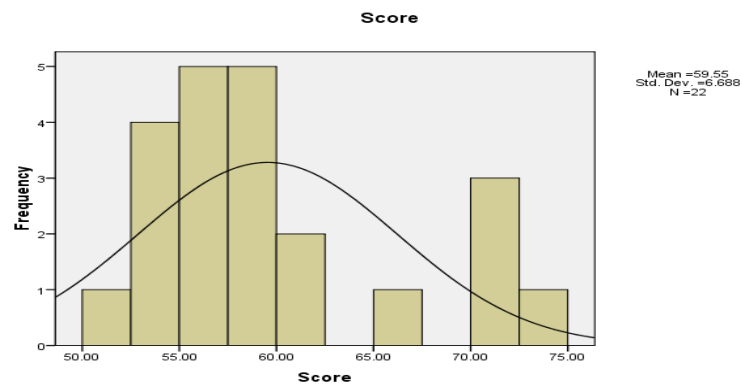
Figure 1
The Result of Pre-test in experimental class



2) Pre test in Control Class

The result of pre test in control class, the mean of pre-test in control class was 59.55, standard of deviation = 6.688, N = 22, median = 58.50, mode = 55.00, variance = 44.74, minimum score = 52.00 , and maximum score = 74.00.

Figure 2
The Result of Pre-test in control class

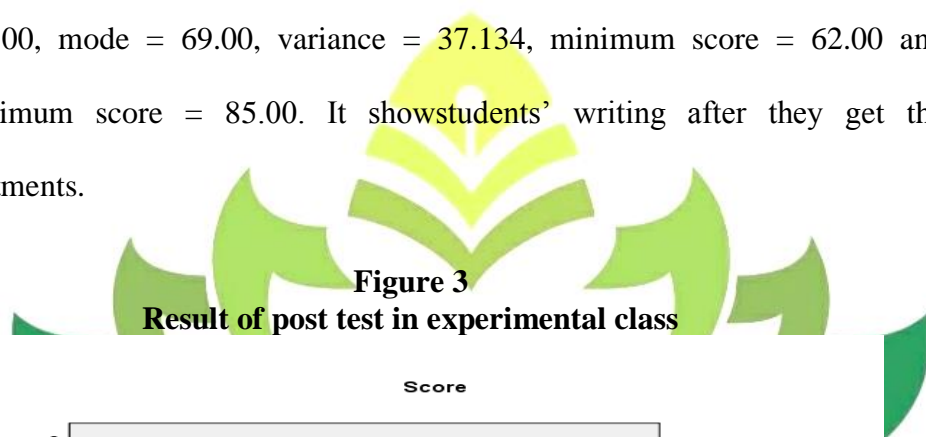


b. Result of Post-Test

The researcher conducted post-test in order to see students' ability after the treatment. The post-test administered on August 05th, 2019 in experimental class and on August 03rd, 2019 in control class.

1) Result of Posttest in Experimental Class

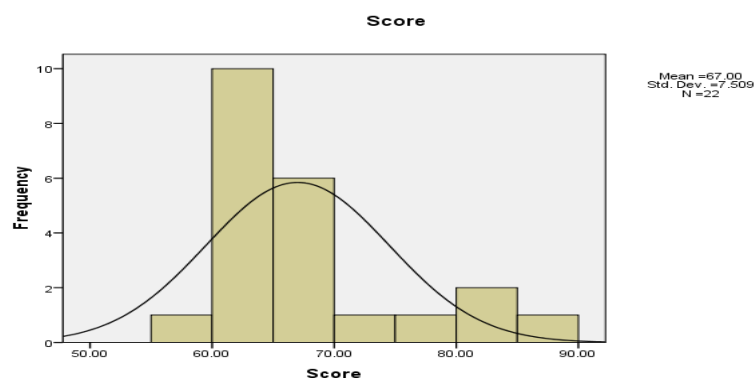
The result of pre test in experimental class, the mean of post-test in experimental class was 74.04, standard of deviation = 6.094, N = 23, median = 73.00, mode = 69.00, variance = 37.134, minimum score = 62.00 and maximum score = 85.00. It shows students' writing after they get the treatments.



2) Result of Posttest in Control Class

The result of the post-test in the control class, that the mean of post-test in control class was 67.00, standard of deviation = 7.509, N = 22 median = 64.50, mode = 60.00, variance = 56.381, minimum score = 59.00, and maximum score = 85.00.

Figure 4
Result of the post-test in the control class



c. Result of Reability

Fraenkel and Wallensay that reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to onather and from one set of items to another.⁷⁵ Futhermore, to know the degree of the level of reliability of written, the researcher consult the criteria of reliability as follows:⁷⁶

Table 9
Criteria of Reliability

0.8– 1.0	Very high reliability
0.6 – 0.8	High reliability
0.4 – 0.6	Fair reliability
0.2 – 0.4	Low reliability
0.0 – 0.2	Very low reliability

C. Data Analysis

1. Fulfillment of the Assumptions

⁷⁵Jack R. Freamkel and Norman E. Wallen, How to Design and Evaluate Research in Education, (New York:Mc Graw-Hill,2009) , p.154

⁷⁶SuharsimiArikunto, *Op.Cit*, p.321

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by researchers in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied.

a. The Result of Normality Test

The normality test is used to measure whether the data in the experimental class and control classes are normally distributed or not. In this research the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for normality. The tests of normality employed are Kolmogorov – Smirnov and Shapiro Wilk. The hypothesis formulas was:

H_0 = the data have normal distribution.

H_a = the data do not have normal distribution.

Criteria of acceptance was:

H_0 is accepted if $Sig (Pvalue) > \alpha = 0.05$

H_a is accepted if $Sig (Pvalue) < \alpha = 0.05$

Table 10
Normality of the Experimental and Control Class

Gain		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Score	Experimental	.162	23	.120	.920	23	.068
	Control	.183	22	.053	.915	22	.059

a. Lilliefors Significance Correction

Based on Table 6, it can be seen that Pvalue (Sig) for experimental class were(.120)for Kolmogorov-Smirnov^a and (.068) for Shapiro-Wilk. Pvalue (Sig) for control class were (.053) for Kolmogorov-Smirnov^a and (.059) for Shapiro-Wilk. Because *Sig* (Pvalue) of experimental class $> \alpha$ 0.05 it means H_0 is accepted and *Sig* (Pvalue) for the control class $> \alpha$ 0.05 it means H_a is accepted. The conclusion was that the data in the experimental class and for the control class have normal distribution.

b. The Result of Homogeneity Test

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not. The researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for homogeneity. The test of homogeneity employing levene's test.

The hypothesis for the homogeneity tests are:

H_0 = the variance of the data is homogenous

H_a = the variance of the data is not homogenous

Criteria of acceptance were:

H_0 is accepted if $\text{Sig} > \alpha = 0.05$

H_a is accepted if $\text{Sig} < \alpha = 0.05$

Table 11
Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	1.402	1	43	.243

Based on Median	1.255	1	43	.269
Based on Median and with adjusted df	1.255	1	42.303	.269
Based on trimmed mean	1.369	1	43	.248

Based on the results obtain in the test of homogeneity of variances in the column Levene Statistics it can be seen that $Sign (Pvalue) = 0.243 > \alpha = 0.05$. It demonstrated that H_0 is accepted because $Sign (Pvalue) > \alpha = 0.05$. It means that the variance of the data is homogenous.

2. The Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test was satisfied. Therefore, the researcher computed Independent sample T-test by using SPSS (*Statistical Package for Social Science*) for hypothetical of test.

The hypotheses formulas are:

H_a : There is a significant Effectiveness of using Story Pyramid Strategy toward students' writing narrative text at the first semester of ninth grade of MTs Ma'arif NU 08 Mataram Baru East Lampung in the academic year of 2019/2020.

H_0 : There is no significant Effectiveness of using Story Pyramid Strategy toward students' writing narrative text the first semester of ninth grade of MTs Ma'arif NU 08 Mataram Baru 08 Mataram Baru East Lampung in the academic year of 2019/2020.

Criteria of acceptance was:

H_a is accepted if $Sig < \alpha = 0.05$

H_0 is accepted if $\text{Sig} > \alpha = 0.05$

Table 12
Independent Samples T-test

	Levene's Test for Equalit of Variances		t-test for Equality of Means		
	F	Sig.	t	Df	Sig. (2-tailed)
Equal Variances assumed	1.402	.243	2.395	43	.021
Equal Vsariances assumed			2.406	42.076	.021

Based on the results obtained in the independent sample t-test above, that the value of significant generated $\text{Sig} (\text{Pvalue}) = 0.021 < \alpha = 0.05$. So, H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there is a significant Effectiveness of using Story Pyramid Strategy toward students' writing narrative text the first semester of ninth grade of MTsMa'arif NU 08 Mataram Baru 08 East Lampung in the Academic year of 2019/2020.

D. Discussion

Based on the result of research, it has shown that story pyramid give the effectiveness students' writing in narrative text. From the result above, it can be seen that the result of students' posttest in experimental class was higher

than in the control class. Before the researcher do the research there, the fact that the students' writing ability is low, English teacher said that the most of the students at the ninth grade of that school still found difficulties in English writing. Thus, it can be seen from the result score of their writing ability that is given by the teacher.

There was some problems encountered by the researcher during the implementation of Story Pyramid in teaching writing. Firstly, most of the students was difficult to use English in their communication especially in writing, because they was afraid to make mistakes. Secondly, Students' have difficulties in planning what to write, because the teacher did not use interesting strategy. Then, the students get bored when they do exercise about writing narrative text

At the beginning of the research, the pre-test was administrated to know students' achievement in writing narrative text before they were given treatments by the researcher. The result showed that the mean score pre-test in experimental class was 64.57 and the mean score of pre-test in control class was 59.55. It can be conclude that there is significant effectiveness by using story pyramid towards students score in experimental and students got score post-test higher than pre-test in experimental class.

The previous treatment of this research, the students were though story pyramid strategy in experimental class and expository strategy in control class. The material was three topics of narrative text for three treatments. Before applying story pyramid strategy, the researcher explained to the

students what the narrative text and story pyramid strategy and how they can do the procedures the story pyramid strategy.

At the first meeting, story pyramid was not optimally applied because the students were not accustomed to follow it and they look so shy and nervous to answer the question and not enjoy the material given. It makes them have a little troubles to understand the material and strategy describe by the researcher. Then, the researcher showed narrative story related to the material being discussed and the researcher made class condition enjoyable. after that, the researcher explained definition, generic structure and language feature of narrative text and gave example about how made story pyramid strategy if we apply in writing narrative text. The second treatment was slightly better than the first one because the students had felt the enjoyment of using story pyramid in teaching learning process. They were able to apply story pyramid and made it as a guide to write down the narrative story. In the third treatment, the students felt accustomed in teaching learning process through story pyramid.

Moreover, students were active in the classroom; more quickly respond to what the teacher said and better to responding the lesson. The students could understand the material and instruction as well. In addition, students felt easily to express their ideas in written text especially in narrative text. In the final meeting after treatment, they were given post-test by the teacher to measure the improvement of narrative text writing ability in both classes after treatment done.

At the end of the research, post-test was given measure the improvement of students' writing narrative text in both classes after the treatments done. According to the result of data by using SPSS, the result showed that the mean score of post-test between experimental class and control class were slightly different. The mean score of post-test in experimental class was 74.04 and the mean of post-test in control class was 67.00.

Based on the analysis of the data and the testing of hypothesis, the result of T-test null hypothesis (H_0) is refused and alternative hypothesis (H_a) is accepted. It means that the treatments had effectiveness of using story pyramid towards students' writing on narrative text, so alternative hypothesis is accepted.

From the data analysis of the research, it can be assumed that story pyramid strategy can give significant effect of students' writing narrative text because the score of students' writing after being taught by using story pyramid is higher than before the researcher gave the treatment. Furthermore, this research supported the previous research that story pyramid strategy is an effective way to teach writing. In addition, it can promote the learning process which facilitates students to practice writing. It helps them to organize their thoughts to create writing piece, it helps students to write based on the outline that provided in story pyramid.

In summary, the researcher concluded that the story pyramid was more help to be used for the students to help them built their writing. So by using

story pyramid strategy is effective to improve students' writing narrative text, especially for the ninth grade students at MTs Ma'arif NU 08 Mataram Baru Esat Lampung in the academic year 2019/2020.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings, it is concluded that story pyramid strategy have significant effectiveness toward students' writing of narrative text at ninth grade students of MTs Ma'arif NU Mataram Baru. The result of the data calculation in previous chapter where null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted, it means that the researcher assumption is true that is to say, Story Pyramid can give a significant effectiveness towards students' writing narrative text.

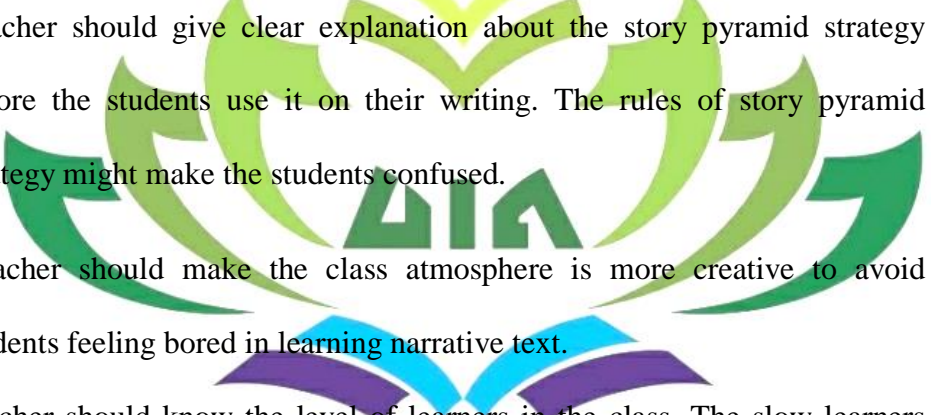
It was supported by the score achieved by that students in which they get higher scores after the researcher give the treatment by using Story Pyramid as a strategy to teaching writing. The significant effectiveness can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample t-test table where the sig. (2-tailed) is 0.02 it is lower than $\alpha = 0.05$ and it means H_0 is rejected and H_a is accepted. It can be proved from the hypothetical test, where alternative hypothesis is accepted and null hypothesis is rejected.

B. Suggestions

The suggestions which the researcher deliver for future researches. Hopefully, the suggestions are useful for the students, teacher and other researchers who are interested in conducting writing activities by using story pyramid strategy.

The suggestions as follows:

1. For teacher

- 
- a. Teacher should give clear explanation about the story pyramid strategy before the students use it on their writing. The rules of story pyramid strategy might make the students confused.
 - b. Teacher should make the class atmosphere is more creative to avoid students feeling bored in learning narrative text.
 - c. Teacher should know the level of learners in the class. The slow learners need more extra treatment in writing.

2. For students

- a. The students should know the Story Pyramid and know Narrative text have similarities. The students should know each structure of story pyramid.
- b. The students should study hard and more practice in writing English to increase their writing ability. They should be active in learning activity.

3. For the Next researcher

- a. The researcher applied Story Pyramid Strategy to increase students' writing narrative text. Further, other researchers should conduct this strategy on the different skill or components of English.
- b. In this research, the researcher used Story Pyramid Strategy to help students' in writing narrative text of Junior High School. Further other researchers should conduct this strategy on different level of students.



Appendix 9

List Sample of the Research in Try Out (Readability) IX C

No	NAMA SISWA	CODE
1	Ahmad Mustaq Firin	T.1
2	Andi Saputra	T.2
3	Anggun Ainunrohmah	T.3
4	Dais Nurul Halimah	T.4
5	Danda Pratama	T.5
6	Dastin Agustirta	T.6
7	Desi Arian	T.7
8	Desti Novita Sari	T.8
9	Elsa Tri Ramadani	T.9
10	Evi Herlina	T.10
11	Ferdi Pratama	T.11
12	Gita Nirmala Juniarti	T.12
13	Harlif Muhammad Yaser	T.13
14	Ismail	T.14
15	Leonardo Agustirta	T.15
16	Mefta Lsnaini	T.16
17	Muhammad Sarim	T.17
18	Opra Yoga	T.18
19	Rendi Febriansa	T.19
20	Riski Agung Pratama	T.20
21	Rudi Alpan	T.21
22	Ryska Septiana Putri	T.22
23	Siti Komariah	T.23

24	Siti Nuraisyah	T.24
25	Solehatun Islamiah	T.25
26	Soleman	T.26
27	Wahyu Saputra	T.27
28	Yunita Anggraini	T.28

